

50081 ADVANCED PROGRAMS FOR TEACHERS

NOTE: Previous standards sections 9.5 Advanced Programs for Teachers and 9.10 Supervisors were combined into one set of standards as follows in the 2002 revision.

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the P-12 school setting.

Advanced programs for teachers follow one of two designs. Advanced program designs A and B are planned for individuals who have already successfully completed basic programs qualifying them for a teaching license. The emphasis, in both content and rigor, is on advanced study.

- A) ADVANCED STUDY IN SPECIALTY AREA EDUCATION, i.e. advanced programs in science education, elementary education, history education, middle level education
- B) ADVANCED STUDY IN PROFESSIONAL EDUCATION, i.e. advanced programs in curriculum and instruction, teaching and learning, or general pedagogy

All advanced programs for teachers must meet standards 1 through 6 plus the standard 7 specific to option A or B.

STANDARDS FOR ALL ADVANCED PROGRAMS FOR TEACHERS

50081.1 Advanced program courses are designed to result in advanced knowledge, skills, and dispositions. The program reflects consideration of the standards for advanced study of the National Board for Professional Teaching Standards (NBPTS), professional specialty associations, and the National Council for the Accreditation of Teacher Education (NCATE).

50081.2 The program requires candidates develop the ability to apply research and research methods relevant to the advanced field of study. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify valid research methodologies and critique findings.
- collect and analyze data related to their work.
- use research to reflect on their practice and design research-based strategies to improve student learning.

50081.3 The program requires study of the role of schools in society and the development of positive relationships with families and the larger community. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use school, family, and community contexts in connecting concepts they teach to student's prior experience.
- devise scenarios that demonstrate dispositions expected of professional educators in their interactions with parents and the larger community.
- articulate an understanding of how factors in society and families can effect students' opportunity to succeed in this particular field of study.

50081.4 The program requires study of advanced teaching strategies and models of teaching relevant to the advanced field of study. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify challenges or misconceptions related to learning / using the knowledge and skills base and demonstrate multiple strategies to help varied students succeed.
- research and demonstrate use of advanced teaching strategies recommended by the professional specialty organization associated with their field of study.

50081.5 The program requires the use of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their area of advanced study.
- use technology to effectively manage communications, planning, research, and record keeping.

50081.6 The program requires a field experience related to the area of advanced study. At least a portion of the practicum experience is designed to demonstrate potential impact on P-12 student learning. The program uses varied assessments of practicum performance.

50081.7 A. ADVANCED STUDY IN SPECIALTY AREA EDUCATION

- (1) The program's advanced content area specialization study is designed to reflect the standards of the National Board for Professional Teaching Standards and professional specialty association recommendations for advanced study.
- (2) The program's advanced content area specialization study provides for breadth in the field or for detailed study of one or more specialized aspect of the field, and for access to new research and developments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate specialized disciplinary knowledge through performance assessments aligned with the professional specialty organization or NBPTS standards.
- explore specialized aspects of their field through examination of current professional research, and identify areas of study with potential to develop the critical, analytical, and performance capacities of their students.

50081 B. ADVANCED STUDY IN PROFESSIONAL EDUCATION

- (1) The program requires advanced study of students as learners and of the learning environment. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- examine new theories of cognition and intelligence and how they may be applied by teachers to help students learn.
- identify challenges related to designing learning environments for diverse groups of students and demonstrate multiple strategies to help varied students succeed.
- demonstrate multiple strategies for setting norms of social interaction and developing a disciplined and engaging learning environment.

- (2) The program requires advanced study of curriculum theory, design, and delivery. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- explain how knowledge in their field of study is created, organized, linked to other disciplines and applied to real-world settings.
- create multiple paths to the content they teach and encourage students to pose and solve problems to explore the curriculum.

- (3) The program requires advanced study of multiple means of assessing and evaluating diverse students' learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- critique, select and employ multiple appropriate methods to measure student growth and understanding in particular learning activities.
- develop formative assessments that motivate students to learn and maintain interest in the face of temporary failures.
- design and defend a plan for multiple assessment of a curricular goal, including how to clearly explain student performance to parents.

- (4) Programs designed to prepare teachers for different roles in schools, as supervisors or curriculum and instruction specialists, must also require professional experience in schools as a criterion for admission and include study of educational leadership and supervision of personnel with emphasis on professional growth.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date August 1, 2002, mandatory for visits August 1, 2004.

50020 COUNSELORS FOR SCHOOLS (ADVANCED)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

50020.1 The program requires study of the philosophy, professional activities, organization, and implementation of K-12 school guidance services including preventative and remedial programs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.2 The program requires study of counseling programs for schools including the theory of group and individual counseling and the development of competencies in these activities. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.3 The program requires study of professional, legal, and ethical issues in school counseling programs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.4 The program requires study of the counselor as a consultant to parents, students, and professional personnel, as well as a referral source regarding students' special needs and progress. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.5 The program requires study designed to develop a knowledge of referral agencies and other services outside the school. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.6 The program requires study of human development, theory, and research. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.7 The program requires study of social and cultural issues in school counseling. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.8 The program requires study of family dynamics, drop-out prevention, child abuse, substance abuse, sexual abuse, human sexuality, and sex equity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.9 The program requires study designed to develop competency in assessment and appraisal techniques including test selection and interpretation in the testing areas of achievement, ability, aptitude, personality, and interest. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.10 The program requires study designed to develop competency in career counseling including career development theory, assessment, decision-making techniques, and computer-assisted guidance programs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.11 The program requires a supervised practicum in a school setting. Within this school setting, guidance and counseling methods and techniques should be practiced, and the discharged duties of a school counselor should be observed as well as performed. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.12 The program requires study of and practicum in school counseling at both the elementary and secondary school levels. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50020.13 The program satisfies all existing North Dakota licensure requirements. The program makes current information on North Dakota licensure requirements available to candidates seeking to be employed as school counselors in North Dakota K-12 schools.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.